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ABSTRACT

Designed to assist administrators and teachers conducting prekindergarten early intervention programs for at-risk children, this curriculum guide outlines age-appropriate arts experiences that are process-oriented rather than product-oriented. After introductory statements, content focuses on learning activities in the visual arts, dance/creative movement, drama, and music. Each section includes all or several of the following subsections: (1) comments on age-appropriate activities; (2) guidelines for implementing activities; (3) outlines of lessons; (4) suggestions concerning community resources; (5) guidelines for creating a space for activities; (6) recommendations on supplies; (7) lists of materials and bibliographic resources; and (8) sheet music. Lesson plans provide objectives, list materials, advise on preparation and demonstration of the activity, and suggest methods to increase children's participation. Individual sections also intermittently include suggestions on modifying the lesson for older children, organizing an activity center, and/or elaborating the activity in subsequent lessons. (RH)

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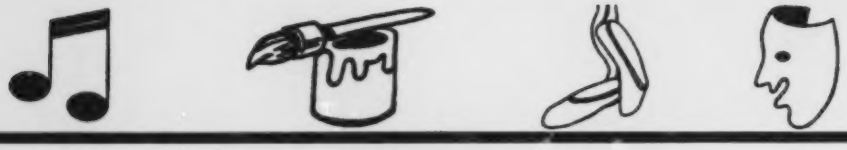

Children And The Arts

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A Source Book Of Arts Experiences For Pre-Kindergarten Early Intervention Programs

Developed For Florida's At-Risk Children

A Curriculum Development And Renewal Project Developed By The University Of Central Florida College Of Education

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In Cooperation With The Florida Alliance For Arts Education For The Florida Department Of Education Division Of Public Schools

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FLORIDA DEPARTMENT OF EDUCATION
Betty Castor
Commissioner of Education

July 20, 1990

Dear Educator:

It is a pleasure to extend my thanks for your contributions toward instilling an appreciation of art among preschool children.

The Children and the Arts Project is an outstanding first step in infusing the arts into the total instructional program for preschool children. These children will be tomorrow's leaders tackling problems of a global economy. Their ability to solve problems will be enhanced by the creativity provided through fine art programs.

The Florida Alliance for Arts Education is to be commended for the initiative it has taken in promoting this project and for its willingness to assist with its implementation. I look forward to hearing about its success.

Sincerely,

Betty Castor
Commissioner

BC/na

Tallahassee, Florida 32399

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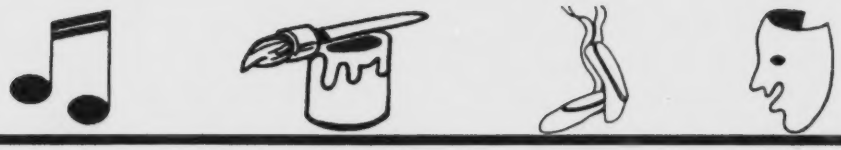

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Bureau of Elementary and Secondary
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Mary Palmer, Ed.D., Project Director

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Foreword

Educators are alarmed by the "dropout" statistics of Florida Schools. Florida Commissioner of Education, Betty Castor, and the Florida Legislature, through special legislative initiatives, have sought to address this growing concern. Two promising initiatives to address the dropout problem are the Pre-Kindergarten Early Intervention and the School Age Child Care Programs. These programs were developed because the profile of an at-risk student recognizes that the child's early experiences are significant factors in later dropping out of school.

Ours is a changing society, and there are more two-income families with young children than ever before. The schools are being given more responsibility for the care and training of young children during their early years and during the hours after school while parents are still working. After-school intervention programs have the opportunity to be different from the traditional elementary school curriculum as these programs can be more individualized and less structured in order to meet the children's needs. The arts can be effectively utilized in intervention programs. The arts enlist all the senses, are creative by definition, and allow for individual learning styles and interests; they also help children to develop decision-making skills while enhancing their self-esteem.

This document is designed to assist those who administer and teach these programs by suggesting valid arts experiences which are age-appropriate and are process not product oriented. The University of Central Florida's Children And The Arts project is an initial step in helping teachers incorporate arts experiences in their programs.

In addition to this document, the Department of Education, the Florida Alliance for Arts Education, which has representatives from the major professional arts education associations in Florida, and the University of Central Florida College of Education stand ready to provide inservice workshops and technical assistance to schools and programs for teachers or administrators wishing further help.

June Hinckley
Music and Drama Specialist
Florida Department of Education

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Pre-Kindergarten
Early Intervention Pilot Programs

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Orange County

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Maria Sarmiento

University of Central Florida
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Pre-Kindergarten
Early Intervention

Why the Arts?

Under optimum conditions, the early childhood years provide a broad foundation of experiences upon which a child can build throughout life. Children learn as they play and pretend. Children's innate curiosity and creative expression can be fostered by a stimulating and nurturing environment. Their options are increased when their environment includes the arts.

Early experiences with arts, movement, music, art and drama, energize young children, as new ways of thinking and doing become part of their being. Imagination and communication skills are enhanced as they manipulate materials and describe their environment in various ways. The young child is an active learner who can be encouraged to express himself/herself through the arts.

By participating in the arts, children become more sensitive to their environment. As they *consciously* experience and use sights, sounds and spaces, children's perceptions are sharpened. Because these elements are foundational, children's early experiences are crucial to children's long-range success in school.

The arts recognize and nurture the uniqueness of individuals. In addition, young children can be aided in socialization through group experiences in the arts, such as creative dramatics, mural making, creative movement and singing. Positive interpersonal relationships are fostered as children develop their self-confidence and ability to express themselves in a variety of ways. Young children develop concentration and thinking skills as they become absorbed in the process of creativity through the arts.

Overall Program Goals

To provide opportunities for young children to develop socially, emotionally, mentally and physically through arts activities.

To promote development of self-concept, self-esteem and self-discipline through arts activities, as well as develop an understanding, and a sense of cooperative relationships with others.

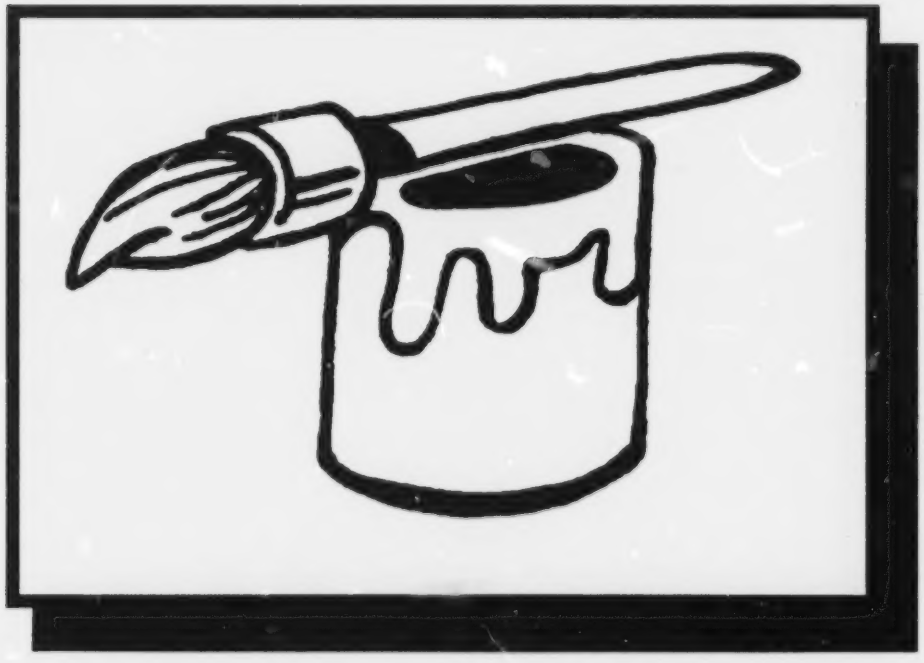
To help children communicate ideas and express feelings through participating in arts activities.

To provide the opportunities for children to enjoy and appreciate their own creative expressions, as well as those of others.

To provide learning events that are child-centered, which emphasize an active involvement, and lead to independent work habits.

To provide a learning environment that encourages language development, vocabulary and concept building, and creative thinking, through participation in arts and arts activities.

ART



Art

Learning through art is a basic component in the education of children. Art provides children with the opportunity to learn about certain qualities and processes unique to art while providing a variety of concomitant learnings which are important to the whole of life.

Art learning processes are complex and continual, with their beginnings in the earliest perceptual learnings and utilization of symbols by young children. Before schematic (or design-like) symbols appear, there is a long intense period of important learning involving perception (the intake and processing of visual information) and the growth of cognitive ideas about art (that colors, lines, shapes, and textures can combine to represent objects in the real world). Motor and manipulative skills also develop and enable the child to hold tools and use them to make marks, to spread color over surfaces, or to cut out shapes.

Language plays an important part in the development of children's art. First, language helps form perceptions. Second, the language that adults use affects the child's attitudes, values and appreciation of his/her own work. Language used in talking to children about their art should be primarily "descriptive", helping the child to concentrate on the construction of an art work (e.g. discussion of the use of many or few colors, of geometric and organic shapes, of lines of differing qualities and of contrasting textures). Descriptive language is especially effective, even when discussing "scribbles".

Through the visual arts, children simultaneously develop in a number of areas:

- They acquire a variety of communication skills - verbal and non-verbal.
- They improve visual perception through recognition of shapes, forms, lines, textures and colors.
- They develop problem-solving skills.
- They learn how to make value judgements necessary for selecting articles for personal use.
- They develop positive attitudes and concern for fellow humans.
- They discover how to channel energies productively, becoming active, rather than passive learners.
- They develop aesthetic sensitivity and experience sensory pleasure.
- They can experience our cultural heritage through art.
- They develop a sense of self worth and knowledge of self as a creative individual.

Age Appropriate Activities

Young children benefit from opportunities for individual and group work in art.

Art Production

- Drawing with a variety of media - crayons, pencils, markers, chalks
- Painting with a variety of media - fingerpaint, tempera at easel, wet and dry paints
- Collage - pasting cut and torn shapes in a variety of colors and textures
- Identifying and naming colors, shapes, textures, lines in their own work, and the work of artists
- Group work on murals - drawing, painting, collage
- Working with three-dimensional materials - modeling clay, play-dough, salt-flour mixtures, earthenware clay, blocks (for stacking and building)

Art History

- Children will view different examples of art appropriate to their interest level - work with which they can find empathy or identification.
- Visits to art museums, galleries, or presentations by working artists.

Art Criticism

- Identifying and naming colors, shapes, textures, lines in artist-produced works, and in their own.
- Interpreting content or subject matter. "What is happening in this picture?" Books are often filled with beautiful illustrations by artists. Discuss how the artist has made the image - bright or dull colors, fine or thick lines, smooth or rough textures, etc.

In time, those children who feel free to risk, will feel competent and secure in their art efforts. They will learn that art prizes individual activity. Not everyone's art works will look alike. Children's art activities will mirror their own experiences.

A Dozen Do's For Art

1. Make time and materials for art experiences available every day.

2. Encourage children to use their own imaginations and ideas in their art work. Do this through your attention to their work and your personal comments. Allow children to find individual solutions to lesson objectives.

3. Guide children to be observant of their surroundings. Help them to use their awareness to create their own art work.

4. Provide a variety of materials with which children can experiment. The quality of the materials is important to the success of the experience. (For example: Paint should be thick, creamy and rich in color; clay should be soft and pliable.)

5. Experiment yourself with the materials provided for the children.

6. To increase observation skills and expand imagination, relate lessons to a theme which can be discussed by the group.

7. Encourage children to stretch vocabulary by using descriptive words when discussing art.

8. Provide visual materials (both real objects and fine art reproductions) and opportunities to talk about them.

9. Identify items in a picture as a way of focusing attention. Dramatic play responses related to pictures are also helpful.

10. Guide children to enjoy the process as well as to complete the art projects that they begin.

11. Help children to respect and care for art materials by teaching them to clean up and use storage properly.

12. Exhibit art work created by all of the children, not only by the "talented" children.

Sand Play

Objectives:	Children will exercise gross and fine motor skills. Children will explore the properties of sand. Older children will build sand sculptures.
Materials:	Sand in a sand box or on a sand table Water Digging tools: sticks, spoons and shovels Molding tools: cups, cans, pails and cookie cutters
Demonstration:	Add water to sand and scoop up in a cup. Then, put cup down and lift off, leaving a cup-shaped form.
Getting Children Involved:	Allow children to experiment and build their own forms. Encourage children to build up, dig out, and draw in the sand.

For Older Children

Provide variety and challenge by allowing children to work in groups on thematic sculptures, i.e., castles, dinosaurs, people, buildings, etc.

Pencil Drawing

Objectives:	Children will explore the properties of pencil. Children will investigate pencil as a drawing tool.
Materials:	"Fat" and "skinny" No. 2 pencils 12" x 18" manila paper or butcher paper
Getting Ready:	Supply jars of pencils for children's choice. (Note: Pencils should not be freshly sharpened. Dull the point by wearing it down on paper.) Provide a supply of paper at each table.
Demonstration:	Show various ways to hold a pencil. Show the kinds of marks a pencil can make: broad, narrow, curved, zigzag.
Getting Children Involved:	Allow children to try a variety of lines on paper. Encourage the use of descriptive words about types of lines as children talk about their work.

For Older Children

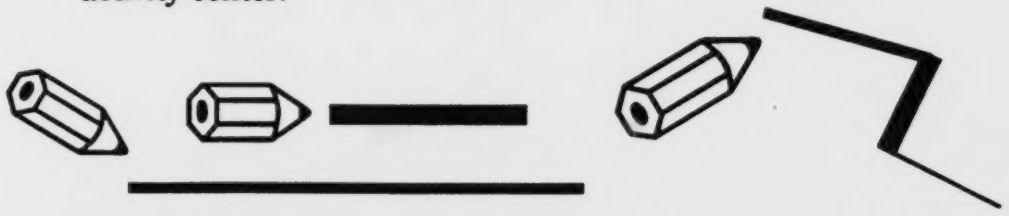
Encourage experiments with pencil pressure to create light and dark lines and shapes.

On Another Day...

Demonstrate similar techniques using a crayon.
Demonstate how to draw using only the side of a crayon, rather than the end or tip, using only broad strokes.
Allow the children to create their own drawings.

Organize An Activity Center

Make paper, pencils and crayons available to children in an activity center.



Paper Tearing

Objectives:	Children will learn to control tearing of paper shapes.
Materials:	Single sheets of newspaper.
Getting Ready:	Distribute a single sheet of newspaper to each child.
Demonstration:	Show how to tear a continuous spiral strip, working around the sheet from outside to the middle. Point out how thumb and first fingers of the two hands working close together can tear or "nibble" the paper in small controlled motions.
Getting Children Involved:	Allow children to tear the long, continuous strip. While they are working, move about. Observe and assist each child to master control of tearing.

Paper Play

Objectives:	Children will practice skills in tearing, punching holes and gluing paper. Children will work with texture in assembling a collage. Children will identify and use differences in texture.
Materials:	12" x 18" multicolored construction paper, 6"x 9" multicolored construction paper, white glue, hole punch (1 per 4 children), assorted papers: newspaper, aluminum foil, corrugated cardboard, wallpaper, cellophane, tissue paper
Getting Ready:	Allow each child to select a 12" x 18" sheet of colored construction paper to use as a base. Supply an assortment of papers on each table.
Demonstration:	Review paper tearing to show ways to achieve various shapes and sizes. Demonstrate how to punch holes in the already torn paper to produce texture. Show how to use the dots for additional texture.
Getting Children Involved:	Encourage children to experiment with tearing and punching holes in a variety of papers. Allow children to organize their own designs, layering (overlapping) large, medium and small shapes. Glue design on 12" x 18" background paper. Share and discuss the work.

Organize An Activity Center

Combine tearing paper with crayons, pencils, paint, and other available materials. This opportunity for exploration and discovery will introduce children to the possibility of combining media.

Paper Collage

Objectives:	Children will practice tearing paper. Children will arrange torn paper shapes. Children will exercise fine motor skills in tearing and gluing.
Materials:	12" x 18" multicolored construction paper 6" x 9" multicolored construction paper White glue
Getting Ready:	Let each child select one large (12" x 18") sheet of paper (on which to glue and arrange) and three small (6" x 9") sheets to tear.
Demonstration:	Review paper tearing. Show how to make shapes of various kinds. Show how to arrange shapes which touch, overlap and repeat other shapes.
Getting Children Involved:	Allow children to experiment with tearing 6" x 9" paper. Allow time to arrange a torn paper design. Encourage random as well as organized placement. Demonstrate gluing procedures and provide glue when each child is ready. Show how to attach torn shapes to the background piece of paper using tiny amounts of glue.

Organize An Activity Center

Provide a variety of papers: silver foil, wrapping paper, paper bags, wallpaper, etc.

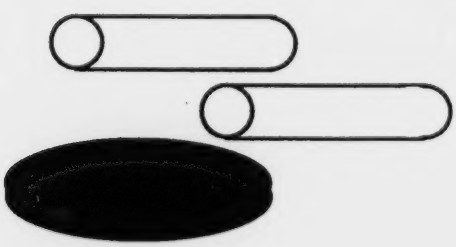
Allow children to experiment with this variety.

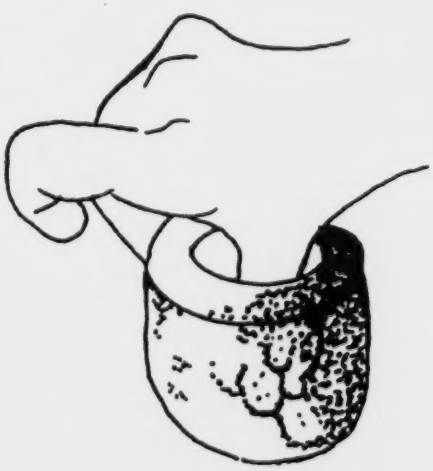
Clay Play

Objectives:	Children will manipulate clay. Children will exercise fine motor skills.
Materials:	Oil-based clay (one color only) Tables or boards covered with oilcloth
Getting Ready:	Supply portions of clay for each child at tables.
Demonstrations:	Stretch the clay, roll it into coils, roll it into balls, flatten it by pressing, squeeze it and look at the form which has been made.
Getting Children Involved:	Encourage children to experiment with the clay in their own manner. Allow time for children to discover the possibilities of the clay. Talk with the children to discover the possibilities of the clay. Talk with the children about the clay as they work. Remember to encourage and support all efforts.

For Older Children

Guide children to experiment with building clay figures of their own choosing: animals, birds, fish, trees, people, buildings, cars.



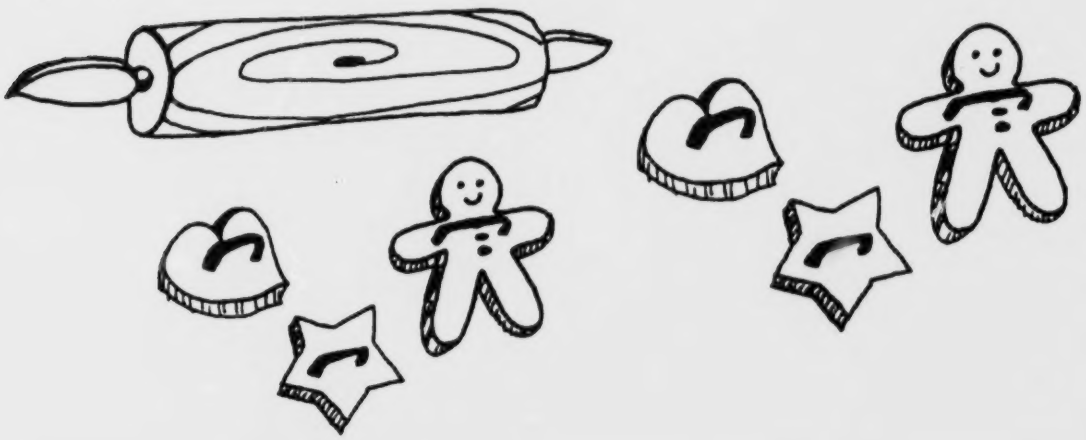


Impressions In Clay

Objectives:	Children will explore the properties of oil-based clay. Children will exercise fine motor skills.
Materials:	Oil-based clay (one color or keep colors separated) Tables or boards covered with oilcloth Rolling pins A variety of simple objects that will make impressions: coins, buttons, cookie cutters, spoons, forks, rocks, or other forms that can be pressed into clay
Getting Ready:	Make clay available at tables where children can be seated.
Demonstration:	Roll out clay and press objects into it for impressions.
Getting Children Involved:	Allow children freedom to experiment. Discuss with children the patterns which they create.

Organize An Activity Center

Make clay and objects that will make impressions available to children in an activity center. Some children will make use of the opportunity for free play with clay on a regular basis.



Clay Animals

Objectives:	Children will form clay to make simple sculptures. Children will identify animals by their characteristics. Children will develop fine motor skills for the manipulation of clay.
Materials:	Oil-based clay or water-based clay Tables covered with oilcloth or individual masonite workboards Modeling tools: forks, spoons, small sticks, popsicle sticks. Pictures of animals
Getting Ready:	Display and talk about pictures of animals. Talk with the children about likenesses and differences they see. Review ways to form clay by rolling in the hands, drawing out parts, removing and detaching parts.
Getting Children Involved:	Allow children to work independently forming their own animals. While they are working, encourage them to talk about their animals. When children are finished, place the sculptures in a display area for all to enjoy.

On Another Day...

- Stage a play with the animals. Allow each child to speak for his/her own animal.
- Repeat clay sculpture activity with various themes: people, bugs, birds, fish, cars.

Fingerpainting

Objectives:	Children will explore the properties of fingerpaint. Children will exercise fine and gross motor skills.
Materials:	18" x 24" fingerpainting paper Fingerpaint (one color) Cafeteria trays Sponges
Getting Ready:	Place fingerpaint paper in a cafeteria tray and moisten with sponge.
Demonstration:	Show how to spread two spoonfuls of fingerpaint over paper using both hands. Show how to draw into paint using finger, fingers, whole hand.
Getting Children Involved:	Allow children to explore the process of fingerpainting. Discuss the visual effects which are created with the children as they are working.

On Another Day...

- Introduce color-mixing by choosing two primary colors.
- Talk with the children about the secondary color which is produced:

Primary	+	Primary	=	Secondary
Red	+	Blue	=	Violet
Red	+	Yellow	=	Orange
Blue	+	Yellow	=	Green

Monoprints:

Monoprinting is a basic printing technique. Follow the procedure outlined above, but work directly on a Formica table top or in a cafeteria tray. Slightly dampen a sheet of paper with a sponge, then lay it on top of the fingerpainted surface. Rub gently, then peel the paper off. Let it dry and display.

Chalk Drawing

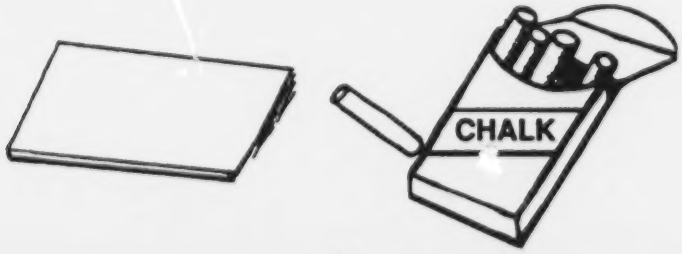
Objectives:	Children will explore the properties of colored chalk. Children will experiment with color blending.
Materials:	Colored chalk (red, blue and yellow) 12" x 18" manila paper
Getting Ready:	Set out boxes of colored chalk. Supply a sheet of paper for each child.
Demonstration:	Show how chalk may be turned on its side to make broad areas of color. Demonstrate making a third color by overlapping and blending two colors of chalk.
Getting Children Involved:	Allow children to select two pieces of chalk in primary colors. (See note.) Encourage children to create drawings including areas of all three colors which can be made with their two pieces of chalk. Provide time for sharing and talking about the work.

Note: *Primary colors* are red, yellow and blue.

Tip: If hair spray is available, apply it to prevent smudging.
Protect clothing by enclosing each drawing within a fold of newspaper to carry home.

On Another Day...

Provide a choice of assorted colors of 12" x 18" construction paper and a full range of chalk colors. Children will begin to see that colors affect other colors.



Wet Chalk Drawing

Objectives:	Children will continue to explore chalk drawing. Children will be introduced to the idea that materials can be varied.
Materials:	Colored chalk 12" x 18" manila paper Sponge and water
Getting Ready:	Moisten paper with wet sponge, and distribute to children.
Demonstration:	Explain color families. (See note.) Review color mixing. Show how the effect changes on wet paper.
Getting Children Involved:	Allow children to select several pieces of chalk from a color family. Encourage children to mix and blend colors while making a drawing related to the theme. Let children point out and talk about the new colors they have made.

Note: *Color families* are a range made from two primary colors:

1. blue, blue-violet, violet, red violet, red
2. red, red-orange, orange, yellow-orange, yellow
3. yellow, yellow-green, green, blue-green, blue

Tip: Allow paper to dry before handling, since it will be very fragile. Preserve and send the drawings home in the same manner as dry chalk.

On Another Day...

Give the children the choice of assorted colors of 12" x 18" construction paper. Allow children to talk about their choices and discoveries.

Crayon Magic

Objectives:	Children will explore the properties of crayons. Children will experience the "magic" of the wax resist process.
Materials:	Crayons - large and small 9" x 12" manila paper Watered-down tempera paint (black, blue or purple) Wide brushes
Getting Ready:	Remove crayons that are the same color as your wash (the watered-down paint). Test your wash to be sure it is thin enough to allow crayon marks to resist. Supply paper and crayons.
Demonstration:	Show how to apply crayon in a heavy, waxy layer. Show how to apply a wash of paint (use a wide brush, cover drawing with paint, taking care not to overpaint or soak the paper.) Using a wide brush, cover drawing with paint, taking care not to overpaint or soak the paper. Explain that the waxy crayon "resists" the paint, which collects in droplets on its surface. The paint only penetrates the open (uncrayoned) areas.
Getting Children Involved:	Motivate drawings using a theme (sky, space or other subject). Encourage children to color strongly to build up a waxy surface. Instruct children to leave some areas uncolored to allow places for the paint to show. Allow children time to apply a wash of paint to their drawings. Talk about crayon magic with the children. Point out the scientific principle that water and wax do not mix.

On Another day...

Repeat this activity using a different theme: underwater (using a blue wash), Halloween (using black), winter scenes (using white paint on light blue construction paper).

Vegetable Prints

Objectives:	Children will explore the process of printmaking with fruits and vegetables. Children will use repeated shapes in a printed design.
Materials:	12" x 18" white or manila paper sponges Sponges Tempera paint Fruits and vegetables Newspapers
Getting Ready:	Cut fruits and vegetables in half. Saturate sponges with tempera paint to act as a stamp pad. Place a pad of newspaper under each child's work.
Demonstration:	Demonstrate how to press fruit or vegetable into sponge, then press on white paper to make a print. Demonstrate arranging and repeating printed shapes.
Getting Children Involved:	Talk about repeated printed shapes in clothing or other fabrics. Allow children to experiment with making prints, pressing fruits and vegetables on paper. Encourage children to repeat each shape several times. Allow children to experiment with ways of lining up shapes to create pattern.

On Another Day...

Experiment by using different color ink pads.
Make gadget prints. Set out flat items for printing: coins, buttons, jar lids, erasers, corks, clips, leaves, sticks, and other objects. Allow children to experiment with making prints on colored paper.

Brush Painting - One Color

Objectives:	Children will practice painting with tempera. Children will experiment with painted lines and shapes.
Materials:	18" x 24" white paper Powdered or liquid tempera paint in small container (one color only) 1" easel brush (1 per child) A sink, dish pan or buckets of water Small water containers (if using powdered tempera) Sponges (if using powdered tempera) Smocks or other cover for clothing
Getting Ready:	Put a smock on each child. Give each child: a sheet of paper and a paint brush Group children to share a container of paint. (If using powdered tempera, also plan to share water container and sponges.) Prepare space for children to work seated at tables or seated on the floor.
Demonstration:	Show how to hold the brush by the wooden handle. If using liquid tempera: Show how to dip the brush into paint, wiping excess on the lip of the container. If using dry tempera: Show how to dip the dry brush into the water, wiping excess off on sponge. Then touch dry powdered paint to pick up color. Make different types of lines and shapes on the paper to show how the brush is held for thin and thick marks.
Getting Children Involved:	Allow children to use the technique, moving the brush freely. When the paper is full or the child has finished, teach children to place the painting in a safe place to dry. Teach children to clean up brushes and paint.

On Another Day...

Let children repeat this exploratory experience several times on different ways to achieve comfort and control on handling brushes and paint.

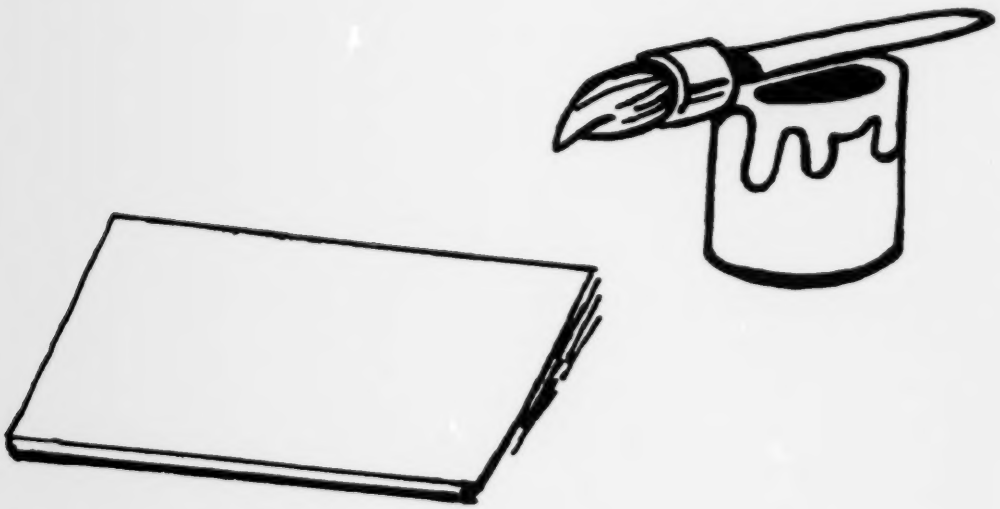
Community Resources

Children often benefit from art experiences outside the classroom. Trips to art museums or galleries may introduce children to a range of art works. Children benefit from instruction in proper gallery behaviors: to use their eyes rather than their hands to take in information (unless the gallery has special "touchable" exhibits). Children will form concepts about the role of the artist by watching artists work. Use your own knowledge of the children to decide which activities are appropriate and will be pleasurable for them.

A Space For Art

Effective art experiences can be encouraged as an individual effort if an art space or "Art Center" is provided in the classroom. Easels with jars of tempera, tables with surfaces upon which clay and fingerpaint can be used, and space for storage of materials would be beneficial.

Display of children's art works is important in helping them develop positive regard for their art efforts.



Recommended Supplies

Paper

Manila drawing paper, 18" x 24"
Manila drawing paper, 12" x 18"
Roll of white paper
Roll of brown butcher paper
Fingerpainting paper, 18" x 24"
Construction paper, assorted colors, 12" x 18"

Paint

Powdered tempera paint:	red, yellow, blue, black and white If possible, add magenta and turquoise. Note: Order twice as much yellow and white as other colors.
Liquid tempera paint:	(same colors as above)
Fingerpaint:	(same colors as above)
Paintbrushes:	1" easel brushes 1/2" easel brushes #7 and #12 watercolor brushes

Clay

Oil-based clay:	Note: Store in airtight containers to retain plasticity. Keep colors separate.
Water-based clay:	Note: This is an excellent material to use even though special equipment is required if firing is desired. Keep water-based clay in tightly sealed plastic bags. After use, return to bag in small pieces and reconstitute by adding 1/2 cup of water and resealing.
Oilcloth:	To cover tables, or individual masonite work boards.

Drawing Materials

#2 pencils, both large and small
Crayons, both large and small
Chalks, assortment of colors
Large marker and marker pens

Miscellaneous

White glue, white paste, scissors, rulers

Art Resources

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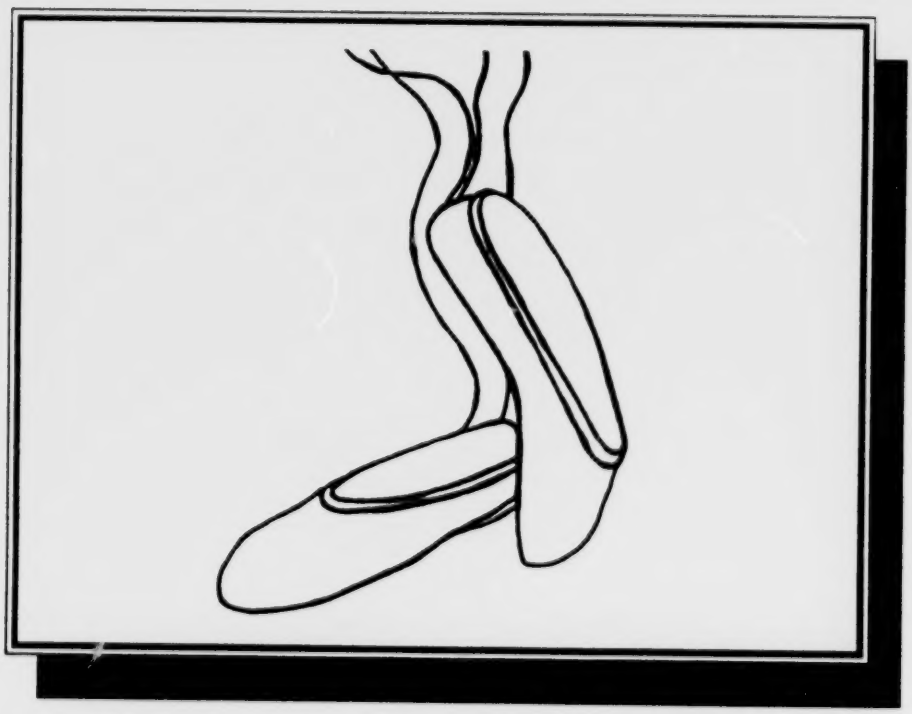
Dance



Movement/Dance

Movement is life! Much learning takes place through movement. From infancy, children respond to their environment with movement. The appropriate dance form for children aged 3-5 is creative movement. This form allows children to move in their own ways to express ideas or feelings. This is a vital experience to the development of the basic fundamentals of movement and how the body can be used for self-expression. Through creative movement, children explore levels, space, dynamics, and rhythm - the elements of dance - while gaining a greater sense of self.

Age Appropriate Activities

Age 3

- Exploration of basic locomotor movements (e.g. walk, run, jump, gallop)
- Exploration of non-locomotor movements (e.g. bend, stretch, twist)
- Moving various body parts (e.g. feet, legs, arms, shoulders); gaining control over moving these body parts
- Developing concepts of body image: body in relation to other objects and space needed for action
- Developing concepts of laterality and directionality
- Exploration of personal space using high, middle and low movements
- Using body movement for self-expression; exploring and developing own movement patterns and capabilities
- Developing ability to move in response to varied instrument sounds e.g. drum, tambourine, rhythm sticks
- Developing ability to move with music of various styles
- Learning to make judgments of size: larger/smaller; of space: up/down/side; of distance: near/far

Age 4 and 5

- Gaining control over movements listed above
- Expanding vocabulary of locomotor movements (including walk, run, leap, hop, gallop, skip, slide)
- Exploring force through movement: sharp/smooth, heavy/light, tight/loose
- Responding to sound characteristics (e.g. fast/slow, loud/soft) through movement
- Developing ability to follow verbal as well as sound cues for movement
- Making shapes with the body
- Developing balance and coordination
- Putting together a short sequence of movements
- Developing ability to engage in cooperative movement games

A Dozen Do's For Dance

1. For the children's safety have them wear flat soled shoes and comfortable clothes.

2. Provide an uncluttered space that has no distractions and is large enough for freedom of movement.

3. Use all styles of music to stimulate creative expressions.

4. Use instrument, music or verbal sounds to initiate or accompany movement.

5. Increase the children's self confidence through acceptance of their creative efforts.

6. Remember creative movement is self expression and expect student's responses to vary significantly.

7. Encourage students to look at each other's creative attempts without too much discussion on either the part of the student or the teacher.

8. Allow children to volunteer to share their movement ideas and avoid requiring them to perform.

9. Provide opportunities to repeat favorite movement concepts.

10. Change activities frequently during the experience in order to maintain interest and attention.

11. Creative movement lessons are designed as group activities even though each individual's action may be different.

12. Utilize community resources.

A Space For Me

Objective: Children will explore the space around them through movement.
Children will locate their personal space.

Materials: Carpet square or some object to mark each child's spot
Instrumental music

Getting Children: Allow children to move around the room to find a spot that will be their own.
Children may stand with both feet on a carpet square that will mark their spot.

Getting Children Involved: Help children to explore their own personal space:

"Pretend that you are in your own bubble. How big is your bubble?"

- Stretch your arms out to both sides.
- Stretch only one arm to one side of your space, now the other.
- How far can you reach in the back? In the front?

"Let's experiment with the size of the bubble - our personal space."

- Curl into a small ball inside your bubble; your personal space is very small.
- Now make your personal space as large as you can.
- Stretch out arms and legs.
- Stretch to reach the top of your bubble.
- Bend to touch the bottom of your bubble.

"Listen to the music; touch all of the space in your bubble, using various body parts (arms, feet, head, shoulders) until the music stops."

Suggested Songs For Continuing Space Exploration:

Ha Ha This-A-Way
Punchinella
Bounce Around

Moving My Space

Objective: Children will move around in a large space using locomotor movements - walk, run, skip, hop, slide, gallop.

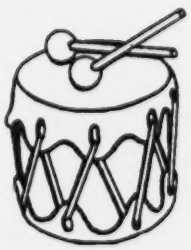
Materials: Drum

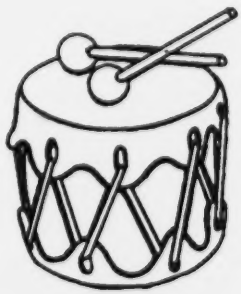
Getting Ready: Ask children to find their spaces in the room. Remind them to stay in their "bubbles". (See Dance, "A Space For Me" p.26)

Getting Children Involved: Invite children to walk around the movement space. Add a drum beat to their walking movements.
Ask children to vary the walk by taking "giant" steps (L O N G steps) and by taking "baby" steps (short steps). Add drum sounds to match their movements. Let the drum sounds stimulate the movement. Play steady beats; ask children to move with the sounds they hear. Guide children to vary their locomotor movements by moving high and low; with big and small movements, etc. When children are ready, invite them to use other locomotor movements (e.g., run, hop, gallop, slide) as above.

On Another Day...

Create a story play in which children will move around the room, e.g., driving a car/bus/truck, animals on land, fish in the sea, airplanes/rockets in the sky.





Fast and Slow We Go!

Objective:	Children will begin to understand fast and slow through movement.
Materials:	Tambourine
Getting Children Involved:	Ask children to show how the leaves on a tree move: • First, in a light breeze (play the tambourine slowly to accompany the movement.) • Then, in a big storm (play the tambourine at a fast tempo.) Talk about how fast movement feels one way; slow movement, another. Ask children to think of fast moving things (cars, airplanes, rockets, etc.) Things that move slow (turtle, caterpillar, etc.) Children take turns pretending to be one of these things as others guess what they are.

On Another Day...

Play the tambourine and ask children to show the tempo by walking fast or slow. Repeat a few times, changing the tempo each time.

For Older Children :

Ask children to take turns dramatizing a baseball play, tennis play, or a football play at a fast tempo, and then in slow motion.

Other Ideas:

- Bowling
- Jump Rope
- Horseback Riding

High And Low We Go!

Objective: Children will begin to understand high and low levels as they:

- Move at high, medium, low levels within their personal spaces.
- Move at different levels in general space.

Materials: Choose a song for "follow the leader."

Getting Ready: Ask children to find their own spaces.

Getting Children Involved: Invite children to:

- Put their arms up high as if they were picking apples off a tree.
- Bend down low and pretend to tie their shoes or pet a kitten.

Ask children to do the above movements in slow motion.
Think of other actions that are low (e.g., spreading out a picnic blanket) or high (e.g., painting a ceiling).
Do the high and low movements in "slow motion" and "fast forward" as well.
Sing (or say) "Noble Duke of York" (see Songs, p.84) listen to find words that tell you to move up and down.
Sing the song again as children move with the words.

On Another Day...

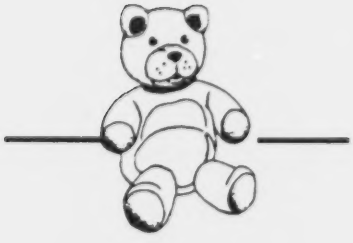
Play a follow-the-leader game with "Ha Ha This-A-Way" or "Toodala". A leader makes up a high or low motion for others to follow.

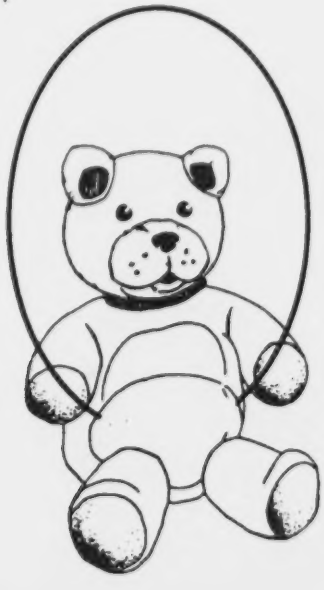
Children may enjoy following the directions in the "Teddy Bear" jump rope rhyme.

Teddy Bear
Jump Rope Rhyme

Teddy Bear, Teddy Bear,
Turn around.
Teddy Bear, Teddy Bear,
Touch the ground.
Teddy Bear, Teddy Bear,
Touch your shoe.
Teddy Bear, Teddy Bear,
That will do!

Teddy Bear, Teddy Bear,
Reach up high.
Teddy Bear, Teddy Bear,
Touch the sky.
Teddy Bear, Teddy Bear,
Turn off the light.
Teddy Bear, Teddy Bear,
Say good-night!





Moving This And That - Body Parts!

Objective: Children will become aware of moving head, shoulders, arms, hips, ankles, feet.

Materials: Recording of instrumental music
Carpet squares

Getting Ready: Invite children to get a carpet square and take it to their own personal space.

Getting Children Involved: When the music starts, children move around their carpet squares in a way that they choose.
When the music stops, the children place a body part on the carpet - foot, arm, shoulder, knee.
Play again. When the music stops, children should place a different body part on the carpet.
Repeat, telling children to choose any body part to place on the carpet.

Follow-Up Suggestions:

To reinforce location and use of body parts, sing songs such as:

- Head, Shoulders, Knees and Toes
- Looby Loo
- Put Your Finger in the Air
- Hokey Pokey
- One Finger Kept Moving
- Head, Shoulders, Baby

Movement On The Farm

Objective: Using the imagery of farm animals, children experience fundamental movements - walk, run, gallop, hop.

Materials: None

Getting Ready: Ask children to find their own personal spaces in the room.

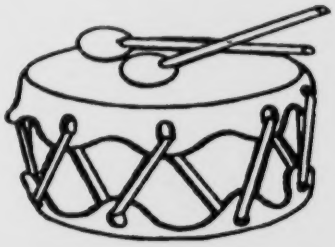
Getting Children Involved: Chant the following rhyme: (fast tempo)

A-gallop, a-gallop, a- gallop just so
Our hands held high; pull back and shout WHOA !

Ask children to pretend to "be" galloping horses as you chant the rhyme several times. Repeat the chant, or play the rhythm of a gallop on a woodblock or drum until the children have the feeling of the movement.

Invite children to suggest other animals and show how they would move. For instance:

- Pigs playing in the mud - slow walking with lots of tension because the mud is sticky.
- Ducks - walking with toes pointed outward, exaggerating transfer of weight from one foot to the other. (Do not suggest a squatting position because it is hard on the knees.)
- Rabbits - hop on both feet.
- Trotting horses - run, bringing the knees high in front.
- Kangaroos hop with arms out for front paws, then graze quietly.



Balloon Game

Objective: Children will become aware of high and low levels.

Materials: One balloon for teacher (leader)

Getting Children Involved:

As you show a balloon, ask children
- "What is missing?" (air)

Blow up the balloon, and ask:
- "What happened to the balloon? Why did it stretch?"
- Read the "Balloon Poem".
- Invite children to pretend to be the balloon as you read the poem again.

Look at the balloon again ask:
- "What will happen if I let it go?
- Will it go high?
- Will it go low?
- When will it stop?
- Where will it be?
- Let's watch...." (release balloon)

Discuss with the children the high and low pattern of the balloon's flight.
Invite children to use their bodies to follow the path of the balloon ...pretend to be the balloon.

Organize An Activity Center

Provide pictures of high and low moving things.
Encourage children to sort the pictures into those two categories.
Encourage children to move like the pictured objects.

Balloon Poem

I am a stretch
big Balloon,
growing big
growing big,
getting fat,
getting fat,

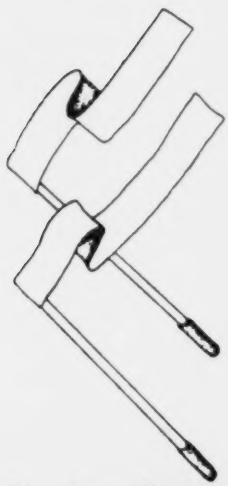
Someone lets the air from me,
Pfff - pfff
pfff pfff pfff
Oh I am flat!

Ribbon Dance

Objective: Children will use equipment (dance ribbons) in their personal space.
Children will enjoy the physical and visual pleasure of coordinated movement.

Materials: Fast and slow music
Record player
Strips of crepe paper or dance ribbon (one per child)
Tambourine

Getting Children Involved: Direct children to start moving around the room when the music begins.
Encourage them to explore all empty spaces (explore the space in front of you, behind you, up to the ceiling, etc.)
Experiment with new ways to move.
After the children have moved, choose several children to demonstrate their ideas.
"Now when you travel around the room, stop and freeze when you hear the tambourine.
Wait for a count together, 1, 2, 3, before moving again."
Repeat several times.
When children feel comfortable, ask them to choose their own time to stop and hold for three counts...1, 2, 3.
Then begin moving again.
"Will everyone be stopping at the same time?" (No).
Allow children the freedom to move, choosing when to stop and start.



On Another Day...

Ask children to select a ribbon and take it to their personal space.

- "Let's experiment with ways to move the ribbon."
- Can you shake it? Can you wiggle it?
- Can you make circles with it?
- Can you move the ribbon high?
- Can you move the ribbon low?
- Can you move it fast? Slow?
- Move your ribbon with the music.
- Explore your personal space by moving the ribbon.
- Invite children to move.

Dance Resources

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Drama

Drama

Dramatic play activities which help the child "try on" life in order to understand the ever-changing world are crucial to the child's development.

Through creative drama, children learn about theatre as an art form, their relationship to others, and their relationship to the environment. Creative drama helps children grasp concepts, face issues, solve problems, analyze what is already known, and internalize new concepts. Creative dramatics stimulates creative thinking skills.

Dramatic play which may result from reading good story books and acting out the stories, provides a vehicle for using and expanding language skills in meaningful settings.

Some children, especially disadvantaged children, are not able to use dramatic play without help because it involves identification with role models which the children may not have. Since the translation of identification into imitation is a learned behavior and imitation is one of the primary methods of learning for the very young child, adult intervention may be necessary to stimulate the child's participation in dramatic play. When a child feels safe, he or she is able to risk and enjoy the process of pretending.

Children also may enjoy drama by seeing plays appropriate to their age groups. Through viewing plays, children may identify with characters who have many of the same joys, concerns, problems and sorrows as they do. Seeing plays with other children helps children understand the emotional and intellectual bonds they have with each other and with their world.

There are many fine puppet theater and children's theater companies throughout Florida which can serve as resources for programs offering children opportunities to see plays during and after school. Theater companies may be invited to perform for special groups of children in their school environment and on special occasions, children may attend a performance in a nearby theater. Free puppet play performances and storytelling hours are often available at local public libraries. High school groups often welcome the opportunity to perform for children.

Age Appropriate Activities

Age 3

- Self-initiated play in the dramatic play corner
- Imaginary block play and sandbox play
- Reciting poems with their teacher
- Pantomiming favorite characters from teacher-read stories
- Adding sound effects or expressing character sounds
- Building imaginary spaces and toys from blocks

Age 4

- Self-initiated and teacher-initiated dramatic play with dress ups
- Whole body miming of people, animals, and inanimate objects
- Reciting longer poems
- Playing mimetic games such as "Simon Says"
- Acting out Finger Plays such as "The Church House" and "Little Pig"
- Pantomiming and chanting favorite lines from stories such as "Ask Mr. Bear" as they are read by the teacher
- Acting stories, poems, or songs with simple stick puppets

Age 5

- Whole body miming of people, animals, and objects
- Acting out one-scene stories, poems, and fables with simple dialogue
- Song pantomiming and acting stories to recorded music
- Acting out rhythm stories or poems such as "Jack Be Nimble", "Humpty Dumpty", "Little Rabbit, Foo Foo"
- Performing finger plays such as "The Grand Ole Duke of York", "The Eency Weency Spider"
- Playing mimetic games such as "Statues" and "Simon Says"

A Dozen Do's For Art

1. Provide a dramatic play center in the classroom.

2. Offer a variety of props such as kitchen utensils, flowers, telephone, etc., that children may use freely for dramatic play; change these periodically to encourage extended play.

3. Encourage children to develop their own dramatic play ideas by allowing time for them to play independently without teacher direction, and a "dress up box" filled with items such as shoes, aprons, scarves, and clothes.

4. Develop a classroom library of age-appropriate books to provide ideas for play creations.

5. Develop your own dramatic reading ability. Read with expression and emotion to encourage the children to do likewise.

6. Discuss meanings of words, feelings and actions of storybook characters so children will expand their understandings.

7. Encourage children to "try on" voices and actions of storybook characters.

8. Offer a collection of puppets (both commercial and child-made) for puppet play creation.

9. Encourage children to add sound effects to their dramatic play by providing a variety of percussion instruments such as a drum, tambourine, and rhythm sticks.

10. Increase children's self-confidence through acceptance of their creative efforts.

11. Provide time for children to share their performances with each other. Encourage their creativity by accepting and building on their ideas.

12. Provide opportunities for children to view "live" theater, productions by professional groups as well as by older children.

Body Warm-Up

Objectives: Children will play follow the leader to warm up the body for role-playing, drama games, etc.

Materials: None

Getting Ready: Children find their own spaces (See Dance, p. 26)

Getting Children Involved: Play a follow the leader game. Children imitate your movements as you :

Slowly shake your head "yes", then "no".
Shrug your shoulders as if to say "I don't know".
Wind up one arm underhand, slow/fast.
Throw an imaginary ball.
Wind up one arm overhand, slow/fast.
Throw an imaginary ball.
Bend forward, backward and side to side.
Kick an imaginary ball several times with one leg.
Wave at the person across from you with one foot; repeat with the other foot.
Stand on tip toes and reach for the stars with your arms. Repeat several times.
Try face exercises:

- Make "tight kisses."
- "Big smile."
- "Raise your eyebrows as high as they will go."
- "Look up, down and from left to right."

Complete the warm-up by having the children make a funny face and funny pose at the same time.

On Another Day

Allow children to take turns being the "leader" for others to imitate. Be sure that all parts of the body are warmed-up.

Feelings - Nothing More Than Feelings

Objective: Children will develop greater sensory awareness.

Materials:

Sandpaper	Cotton balls	Marbles
Fur	Smooth stone	Flour
Popcorn		
Lunch bags		

Do Ahead

Put an item from the materials list into a lunch bag. Scatter the bags throughout the room at a height that makes it difficult for the children to see into them.

Getting Children Involved:

Invite children to find a bag and touch the item inside:

- Is it soft?
- Is it hard?
- Is it rough?
- Is it smooth?
- Are there many things or one thing?

Have the children take turns moving to show how the item felt.

As time permits, allow children to choose other bags.

Sense Of Smell

Objective: Children will dramatize the "smell" of selected objects.

Materials: None

Getting Ready: Teacher and children should sit in a circle.

Getting Children Involved: Pretend to hold a flower and smell its fragrance. Pass the imaginary flower around the circle for each child to pretend to smell. Encourage children to dramatize their ideas of the flower - its size, its smell, its weight. Continue with as many other items as desired.

Examples:

- Something burning
- Candy
- Dirty diaper
- Soap
- Pepper
- Foods cooking

Walking On Substances

Objective: Children will develop dramatic play skills.

Materials: None

Getting Ready: Have children find their own spaces.

Getting Children Involved: Suggest verbal images for children to dramatize:

- Can you walk on eggs that you do not want to break?
- Walk through sticky mud.
- How would you walk on hot sand?
- Show how you would move if you were out in a big wind storm.

After exploring substances that they know, have the children walk on substances that they can only imagine.

- On a cloud
- On the wind
- A soap bubble floating through the air
- On the wings of a bird
- A piece of seaweed
- A piece of bubble gum being blown into bubbles

Scarf Play

Objective: Children will experience large group interaction and taking turns.

Materials: Brightly colored scarves (chiffon types work well)

Getting Ready: Children will find their own spaces (See Dance: "A Space For Me" p.26)
Set scarves on the floor; allow each child to select one.

Getting Children Involved: Invite participation by directing children's activity:

- Make your scarf look like a cloud
- How would your scarf look if it was blowing?
- Make small waves come in to the shore
- Make big waves
- The sea gulls are coming down to find fish
- The sea gulls take the fish and fly away

Encourage children to create their own sea dramatizations.

Tip:

To end the dramatization, pretend that the fog rolls in and the scarves can no longer be seen.

On Another Day...

Scarves may be used for other dramatizations:

- A style show (hat, scarf, necklace, tie, dress, torreador's cape, etc.)
- A rocket trip (astronauts entering capsule, walking in space, taking a nap.)

Note: Use program music to accompany the sea dramatization:
Debussy, "la Mer" ("The Sea")

Organize A Center Activity

Put the scarves out during center time to encourage free play.

Story Play

Objective: Children will develop dramatic play skills.

Materials: None

Getting Ready: Children will find their own spaces in the room.

Getting Children Involved:

Say: "Let's take a trip to a place where it is very cold and snowy."
Let's pretend to get dressed for the cold weather.
What goes on first? And then?
- (pants, sweater, coat, scarf, hat, boots, mittens)

Now we are ready to play in the snow.
The snow is deep and crunchy. Let's build a snowman.
The wind is blowing.
It's cold and hard to walk.
Let's gather wood to build a fire. Gather around the fire to keep warm.
Lead children in singing some songs around the campfire. (See Music, pp.76-89)

Variation:

Take trips to many different places: the moon, grandparent's house, the ocean, a birthday party, etc.

Voice Sounds

Objective: Children will explore the voice for dramatic play.

Getting Children Involved:

Say: Let's pretend that we are outside.

- What sounds do you hear? (See Music, "Speak", pp.65-66)

Use your voice to imitate:

- A siren
- Wind blowing
- A car horn honking
- A dog barking
- A cat

Use voice sounds for sound effects as the teacher reads a favorite story.

For Example:

In Goldilocks and the Three Bears, Goldilocks may be represented by a high-pitched twittering sound, while the Papa Bear may be a low-pitched angry sound. Walking movements may be represented by tongue clucks.

On Another Day...

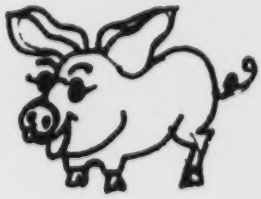
Encourage children to use voice sounds in other stories:

Billy Goats Gruff
Little Red Riding Hood
Three Little Pigs

Still More Ideas

Try sound effects for a song about animals:

Old MacDonald Had a Farm
I Bought Me a Cat



Who Am I?

Objective: Children will develop role-playing skills.

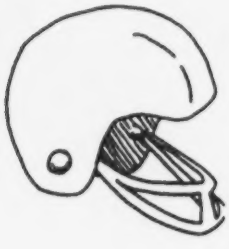
Materials: Various hats, including:
- A football helmet
- A baseball cap
- Bathing cap

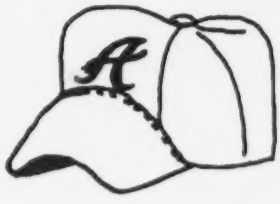
Other props:
- Baseball mitt
- Baseball bat
- Suitcase

Getting Children Involved: Dramatize one of the characters by putting on one of the hats or using another prop. Ask: Who am I?
Invite each child to choose a hat or prop and play the role.
Allow children to share their characters as others guess who they are.
If time permits, allow children to select a different prop or hat to play a new role.

Organize A Dramatic Play Center

Put the props in the Activity Center to encourage children to play freely.





Faces In A Story

Objective: Children will develop dramatic play skills.

Getting Ready: Story: The Three Little Pigs

Getting Children Involved:

Read the story to the children.
Talk about the characters in the story.
Ask the children to "try-on" characters in the story to encourage role-playing.

- Show the faces a big bad wolf would make.
- Show the faces of the pigs when their house is blown down, etc.

Read the story as the children show the character faces.

On Another Day...

Use another story, poem or nursery rhyme. For a cultural experience act out a folk tale from a specific culture.

Suggestions:

Stories:
- The Three Billy Goats Gruff
- Chicken Little
- The Little Red Hen
- Goldilocks and the Three Bears

Nursey Rhymes:
- Hey Diddle, Diddle
- Old King Cole
- Jack Be Nimble
- Jack and Jill
- Humpty Dumpty

Be A Bug

Objective: Children will develop dramatic play skills.

Materials: Story: The Very Hungry Caterpillar, by Eric Carle, or another story about an insect.

Getting Children Involved: Tell the story and encourage children to pretend to be the caterpillar described in the story. Example:

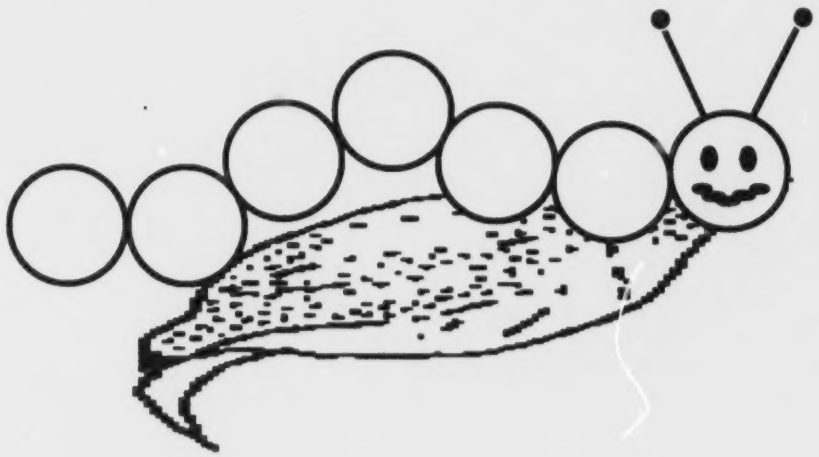
They may begin on the floor in a ball and slowly grow into a big bug.

When you retell the story invite children to dramatize other parts (e.g., the things eaten by the caterpillar.)

On Another Day...

Have children re-create their bugs through movement. Allow children to create a "bug dialogue" with a partner. Take time to share these.

Repeat this activity using other characters from stories (e.g., the seed that grows into a flower, the peddler who sells caps, etc.)



Recommended Supplies

Brightly colored scarves (Minimum five)
Various hats and other props:

- Policeman's hat
- Fireman's hat
- Stethoscope
- Nurse's cap
- Suitcase
- Chalk and eraser

Books of short stories, poems, nursery rhymes, fables.

Sandpaper
Cotton-balls
Dried rice
Flour
Dry grits
Strips of various types of cloth
Marbles
Macaroni

Material for "Magic Circle":

3"-4" strips of bathing suit jersey, tied or sewn together into a large circle.

Materials and Resources

A typical classroom will have a "dramatic play corner" furnished with child-sized kitchen utensils and appliances and a table and four chairs.
A "dress up" box filled with items children may wear to suggest characters. Items may include all sizes of shoes, hats, scarves, aprons, skirts, jackets, and bed sheets or large fabric swatches.

If it is not possible to maintain a dramatic play corner, well supplied dress up boxes should be available for play creation. Cardboard boxes (especially boxes with dividers) can become furniture, walls, even platforms on which to act. Scarves, sheets and large fabric swatches will also help a creative drama class realize its dramatic expression.

A selection of age-appropriate books will provide ideas for play creations. A collection of "generic" stick puppets and a small puppet stage should be available for puppet play creation. Percussion instruments such as a drum, tambourine, bell and triangle will allow children to create sound effects to accompany their playmaking.

Creative drama groups can work in any space large enough to act out a story. Ideally, the space should be about 20' by 20'. A stage is not necessary for creative drama. In fact a stage will often get in the way of creative expression for this age child.

For A Classroom Performance:

- When children want to perform, it should be in the spirit of sharing with peers or parents.
- Performances can be held "arena" style, where the audience sits around a circle and the actors perform within the circle. Performances can be staged against a wall, with the audience seated in front or on three sides of the stage.
- To make entrances and hide props offstage, a sheet or other curtain fabric can by hung from poles or string hung between two 8' or 10' stepladders.
- Puppeteers can hide behind any large wall made from a desk or table set with the top sideways on the floor.
- Puppet stages can also be constructed from large refrigerator boxes or sheet curtains hung between two tables or chairs.

Drama Resources

Fredricks, Mary and Joyce Segal. Creative Puppetry in the Classroom. Rowayton, Ct.: New Plays, 1979.

Heinig, Ruth. Creative Drama For the Classroon Teacher. Englewood Cliffs, N. J.: Prentice-Hall, 1981.

Kase-Polisini, Judith. The Creative Drama Book: Three Approaches. New Orleans, La.: Anchorage, 1988.

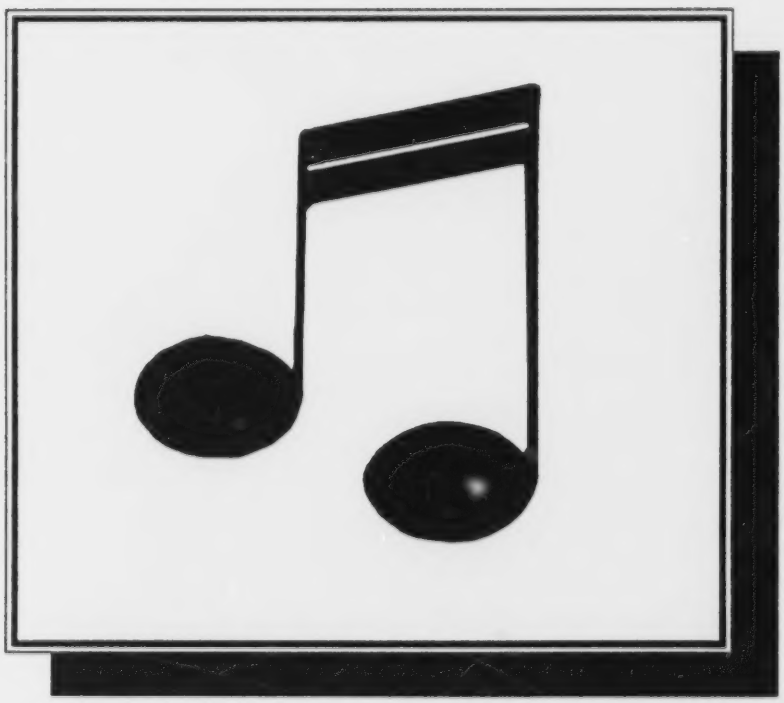
McCaslin, Nellie. Creative Drama in the Classroom. New York: Longman, 1984.

Rosenberg, Helane S. and Patricia Pinciotti. Creative Drama and Imagination: Transforming Ideas into Action. New York: Holt, Rinehart and Winston, 1987.

Salisbury, Barbara T. Theatre Arts in the Elementary Classroom: Grades Kindergarten Through Three. New Orleans, La.: Anchorage, 1987.

Salisbury, Barbara T. Theatre Arts in the Elementary Classroom: Grades Four Through Six. New Orleans, La.: Anchorage, 1987.

Music



Music

Music plays an important role in the lives of most young children. Babies are often rocked to sleep with soothing lullabies; toddlers' constant motion is often accompanied by speech/song chants of their own creation; youngsters enjoy experimenting with many potential sound-makers, e.g. pots and pans and macaroni boxes! Young children are fascinated with sounds — sounds of their own and sounds of others.

The inherent appeal of music makes it an important tool in the education of children. Through songs, language development is fostered in an enjoyable and satisfying context. Singing games and "follow-the-leader" activities help develop children's social skills. Music offers opportunities for individuals as well as group responses. While moving to music, children gain control over their bodies and simultaneously sharpen their listening skills. Through experimentation with instruments, children's delight with sound is heightened. With positive experiences at an early age, children learn to use music as a personal resource and as an outlet for their own ideas and feelings.

Musical experiences for children aged 3 - 5 include singing, moving, listening, playing instruments and creating music of their own. Music of a variety of styles, ethnic groups and historical eras should be provided. Through such early exposure, a foundation for lifelong experience with an appreciation of music is established.

The teacher's sincere desire to share music with young children is an element for success. Recordings, instruments such as the autoharp, and other instructional aids offer support to all teachers, and are especially helpfull for the teacher who lacks experience.

Age Appropriate Activities

3-5 Year Olds

Singing

Sing songs that appeal to a child's interest. Songs should be short with repeated words and melody patterns. Provide many opportunities for children to perform informally throughout the day. Clean-up times, snack times and line-up times are good opportunities. Sing *with* and *for* the children. Value children's song creations by encouraging them to tape record their songs for later repetition, by inviting them to sing their songs for others, and by singing their songs with them. Dramatizing songs and "acting out" song-stories can be enhanced through the use of simple props.

Large group experiences should be kept to minimum. Instead, give time and space for individuals to experiment with sound-makers, to use headsets to listen to tapes or recordings, and to experiment with bodily movement. The teacher can encourage spontaneous experiences with music by singing a song whenever it is natural to do so, by joining in singing with a child, by "dancing" with a child who is listening to a recording, by playing an instrument to accompany a child's activities and by making instruments available to the children for their independent use. When teachers "model" musical behaviors, children will learn that music provides another avenue for pleasant self-expression.

Be aware that some children will respond only with physical actions, while others will sing only a word or short section of the song. Some children may "lag behind" the others, but do not despair! Children learn to sing by singing, thus daily experiences are essential. Be careful not to criticize the quality of any child's singing — or your own!

Songs

Songs aid in early language development. By discussing the meaning of unfamiliar words in song, teachers will help children expand their vocabularies. Word meanings will be clarified further when children are allowed to dramatize songs that they sing. Story-songs such as "The Old Grey Cat", "Five Little Frogs", or "Little White Duck" are fun to dramatize.

A variety of song material is suggested for use with young children. Folk songs are especially appropriate. In thinking about song selections, the following categories may be helpful:

Action Songs	Head Shoulders Baby; Open Shut Them; Head Shoulders Knees and Toes
Singing Games	A Tisket, A Tasket; Bluebird; Farmer in the Dell
Songs With Nonsense Words	Willoughby, Wallaby, Woo; Ritsch, Ratsch
Patriotic Songs	America; Battle Hymn of the Republic (chorus)
Lullabies	Rock-a-Bye Baby; All Me Rock
Cumulative Songs	I Bought Me a Cat One Finger, One Thumb
Story Songs	Roll Over Riding in a Buggy
Call And Response Songs	John the Rabbit; Michael Row the Boat Ashore

Teachers are encouraged to continue to expand their own personal repertoires in order to be able to use songs spontaneously in the classroom.

Playing Instruments

Making classroom instruments available for experimentation will help to sensitize children to sounds. An instrument corner or a "Sound House" will be a nice addition to classroom centers. Guide children's exploration by limiting the number of instruments placed in the center at any given time. Rotate instruments placed in this area so that children may experience a variety of sound sources over a period of time.

In the "Sound House", children may be encouraged to independently explore instruments previously used during "Circle Time", or "new" sound makers may be utilized. Children can "classify" sound sources in various ways. Classification may be according to how the instruments are played (shake, strike, hit), materials of which the instruments are made (wood, metal, membrane), color or shape.

Instruments can be played to enhance songs that children sing. Young children will be most successful when instruments are played in a repetetive rhythm. For instance, a drum played throughout "Yankee Doodle" provides a satisfying accompaniment. Rhythm sticks playing a steady beat throughout "Hickory Dickory Dock" is appropriate.

It is neither necessary nor desirable for every child in the group to play an instrument at the same time. When a few instruments are used children can *focus* on the sound and can be sensitized to the beauty of the sound.

Instruments may be played to *add sound effects to stories*. Over time, children will be able to make their own choices of appropriate sounds.

Allow children to strum the autoharp to accompany the class singing. Use rubber door stoppers, furniture holders, or spatulas as "strummers". These are all large enough for children to manipulate easily.

To sharpen children's aural activity, and to develop the concept of tone-color, provide opportunity for sound-matching experiences. Prepare several pairs of sounds, using empty 35mm film containers or juice cans. Pebbles, rice, beans, sand, macaroni - anything! - all make good sound sources. Children enjoy working independently or with a partner.

Listening

Develop children's awareness of "great music" by playing recorded music at various times during the day; for instance, during rest time or as children enter the classroom each morning. Play the same selection many times to increase familiarity. Selections must be short.

A tape player with a headset may be set up in the listening center. Make short tapes of selected music available for the children to choose. Tape loops or five minute tapes are useful for this purpose.

In addition, children may be encouraged to move freely to music they hear. Props such as scarves, balloons or feathers are useful for minimizing self-consciousness in some children. For additional movements, see Dance section.

A "field trip" to a local school to observe a band, orchestra or chorus rehearsal would provide good exposure. It would be appropriate for children to sit as a group to "watch" the rehearsal for a period of time and then sit beside instrument players or singers of their choice so that they could get a closer experience. Some directors may even allow children an opportunity to "lead the band" for a minute or two.

A Dozen Do's For Music

1. Use music informally throughout the day; transition times such as clean-up, snack, line-up and "center" times are good opportunities.

2. Encourage spontaneous experiences with music by singing a song whenever it feels natural, by joining in singing with a child, by dancing with a child who is listening to a recording, by playing an instrument to accompany a child's activities and by making instruments available to the children for their independent use.

3. Sing songs that appeal to the children's interests every day - children learn to sing by singing!

4. Memorize the songs you'll sing in order to maintain eye contact with the children.

5. Use the autoharp to provide <u>support</u> to your singing.

6. Select songs that <u>you</u> like - your enjoyment will be conveyed to the children.

7. Discuss meanings of unfamiliar words in a song to help children expand their vocabularies.

8. Clarify word meanings by allowing children to dramatize songs they sing.

9. Make classroom instruments - a few at a time - available for experimentation. Provide an instrument corner or "Sound House" as a classroom center. Help children respect and care for musical instruments.

10. Use instruments to enhance songs and/or stories. It is neither necessary nor desirable for every child in the group to play an instrument at the same time.

11. Provide a "listening center" with a variety of tapes, a tape player and headsets so children can listen to music independently. Develop children's awareness of their feelings about music and their feelings aroused by music, by eliciting and listening to their reponses.

12. Develop children's awareness of "great music" by playing recorded music at various times during the day (e.g., rest time, as children enter in the afternoon). Selections must be short, aesthetically suitable, and of a quality that will arouse the interest and stimulate listening skill development in children. Works of a variety of composers such as Greig, Grofe, Gilbert and Sullivan, Saint Saens, Debussy, Mussorgsky, Stravinsky, Rossini, Scott Joplin, Gershwin, and many others may be effectively used.

Sound House

Objective: Children will experiment with the sounds of environmental objects.

Materials: "Sound House" Learning Center
Sound makers from the environment, (e.g., paper, blocks, sticks, branch with leaves.)
Instruments (e.g., drum, cymbals, maracas, bells, etc.)

Getting Ready: **Sound House**
Create a "sound house" in the classroom by placing sound sources (see above) on or under a table that has been draped with cloth. Children can use this area for sound exploration over a period of time.

Getting Children Involved: Guide children to discover the sound of various objects. For instance, make sounds with sticks by hitting them together, scraping them, tapping the floor, etc.
Create a brief story in which the children can play a specific sound.
For instance:

- a person building a bird house
- the wind howling through the trees
- a pony trotting
- a telephone call
- a knock on the door

Provide time for children to explore independently the sound-makers located in the Sound House.

On Another Day...

Repeat the experience.
Encourage children to use sounds from the Sound House to create sound effects for a story. Improvise a story to "fit" their sounds. Some children may be able to make up their own stories.

Sounds Around Us

Objective: The children will imitate some of the sounds they hear.

Getting Children Involved: Ask the children to close their eyes and listen to sounds around them for one minute. Ask them to remember what they hear.
Talk about the sounds that were heard.
Ask children to imitate what they heard.

On Another Day...

Take children outside and ask them to "put on their listening ears". Ask them to remember what they hear — automobile horns, birds, children playing, dogs barking, etc.

Talk about which sounds are loud/soft? High/low?
Which sounds are long? Which are short?

Organize An Activity Center

Make a tape of environmental sounds to include in the "Listening Center" or Sound House.

Also, make a blank tape available. Some children will enjoy collecting their own sounds. Children may tape their own voices for others to identify.

For Older Children:

Groups of children (2 or 3 in a group) tape sounds they hear outside. When finished, they play the "sound" tape for other children to identify. If a reel-to-reel tape recorder is available, provide opportunities for children to experiment with the tape of sounds: retape in a selected sequence, change the speed, play tape backwards, or make a tape loop of one or two sounds.

Kitchen Sounds

Objective:	Children will experiment with sounds made by kitchen utensils.
Materials:	Kitchen utensils: • Plastic • Wood • Metal
Getting Ready:	Hide pots, pans and kitchen utensils around the room
Getting Children Ready:	Have children go on a "sound treasure hunt" for the utensils. Bring the children and their "sound treasure" into a circle. Let each child discover what kinds of sounds (loud or soft, etc.) are hidden in each "instrument". Take time for children to share their sounds with each other.

On Another Day...

Take another "sound treasure hunt" with a different assortment of implements.

Talk about the sounds that are made.

- Are they: long/short? high/low?
- Can you make the sound fast? Slow?
- Can you make the sound long? Short?

Matching Sounds

Objective: Children will match pairs of sounds by listening.

Materials: Teacher-made sound shakers

Do Ahead

Gather empty 35 mm film cans, orange juice cans or L'eggs containers. Place equal amounts of uncooked macaroni, rice, popcorn, cotton balls, etc. in TWO containers. Make the shaker pairs self-correcting by placing the same sticker or label on the bottom of each. Make several different pairs of sound shakers.

Tip: Begin by providing two or three sound pairs for children to match. As they become more proficient, you may wish to increase the number of choices.

Getting Ready: Place sound shakers in a learning center.

Getting Children Involved: Invite children to go into the Sound House to find two containers that sound alike.

On Another Day...

After working with the teacher-made sound shakers, the children may make their own shakers. Provide a variety of materials (e.g., dried beans, popcorn, rice, etc.) for this purpose.

Variation

Instead of matching pairs, have children guess what is in each container. This activity helps develop listening skills and is an important basis for the understanding of timbre.

Speak

Objective: The children will become aware of the possibilities of the speaking voice.

Materials: Chant:
Peas Porridge hot. Peas Porridge cold.
Peas Porridge in the pot nine days old.

Getting Children Involved: Can you follow the leader?
Chant the rhyme, clapping hands on underlined words in first line, and stirring the porridge on second line.
Invite children to join you.
Change underlined words (see below), making your voice and body respond instead of clapping.

Peas Porridge LOUD,	Peas Porridge soft
Peas Porridge high,	Peas Porridge low
Peas Porridge L O N G,	Peas Porridge short

Tip: It is helpful to respond with the whole body as well as with voice. For instance, reach high on word while speaking high; touch floor while speaking low.

On Another Day...

Use other rhymes for vocal play.

Hickory Dickory Dock

Hickory Dickory Dock

The Mouse Ran up the clock

The clock struck one.

The mouse ran down

Hickory Dickory Dock

Choose an instrument from the Sound House for the striking of the clock, (e.g. triangle).
Choose an instrument from the Sound House to sound like the clock ticking, (e.g. rhythm sticks).
Invite children to add movement - the pendulum and the mouse - as they chant.

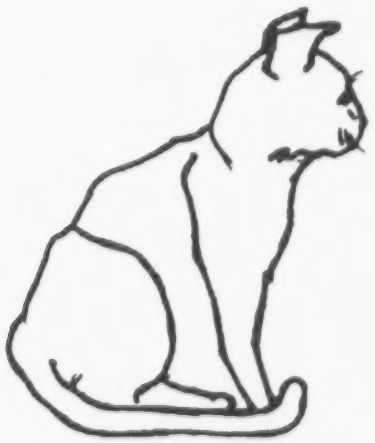
Pussy Cat

Pussy Cat, Pussy Cat, where have you been?
I've been to London to visit the Queen.
Pussy Cat, Pussy Cat, what did you there?
I frightened a little mouse under her chair.

Teacher can ask the questions in the rhyme as children answer.
Later, two children will be able to dramatize this rhyme on their own, one asking the questions and another answering.
Encourage children to add movements to the drama (stroking the cat when asking the questions; running after the mouse, etc.)

Conversation Songs:

Billy Boy
Paw Paw Patch



Word Play

Objective: The children will play with the sounds of language.

Materials: <u>This Is The Way The Ladies Ride</u>

This is the way the ladies ride,
A clippety-clop, a clippety-clop
And a clippety, clippety, clippety clop!

This is the way the gentlemen ride,
A gallop-a-trot, a gallop-a-trot
And a gallop, a gallop, a gallop-a-trot!

This is the way the farmers ride,
A hobblety-hoy, a hobblety-hoy
And a hobblety, hobblety, hobblety-hoy!

This is the way the firemen ride,
A clangety-clang, a clangety-clang
And a clangety, clangety, clangety-clang!

This is the way the soldiers ride,
A hep, 2, 3, 4, a hep, 2, 3, 4,
And a heppity, heppity, hep, 2, 3, 4.

This is the way the cowboys ride,
A whoopy-i-ay, a whoopy-i-ay,
And a whoopy, whoopy, a whoopy-i-ay!

Getting Children Involved:
Chant: "Gallop, a gallop, a gallop-a-trot!"
Invite children to chant and to pretend to be a galloping horse.
Chant the entire verse as the children move.
Change the word play to: "Clippety, clippety, clippety clop!"
Chant the entire verse as the children move.

On another Day...

Chant the other verses and encourage children to show how: the farmers ride, the soldiers ride, the cowboys ride.

Other Chants And Songs To Use For Word Play:

Hickory Dickory Dock
Paw Paw Patch
Looby Loo
Peas Porridge Hot
Hi-Dee Roon

Self-Esteem Through Song

Objective:	Using the importance of a child's name and what s/he is wearing to build self-esteem.
Materials:	Song: Mary Wore Her Red Dress Recording: Sharon, Lois and Bram Mainly Mother Goose
Getting Ready:	Practice singing or chanting the song. While singing, change "Mary" to the name of a child in the group; change "red dress" to other items of clothing.
Getting Children Involved:	Take one child by the hand and walk around, while singing about something the child is wearing: • Adam wore his blue jeans. • Maria wore her sneakers. • Nina wore her striped shirt. Take time to give many children turns. Over time, children will "show off" their clothes without your help.

On Another Day...

Use other songs that focus on the child as a person:

- Head, Shoulders, Baby
- Put Your Finger in the Air
- Mulberry Bush (This is the way we wash our face, comb our hair, brush our teeth, etc.)
- Did You Ever See a Lassie (Laddie) Go This Way and That

Sing

Objective: The children will become aware of the possibilities of the singing voice.

Materials: Song: John the Rabbit
Recording: Sharon, Lois and Bram
Mainly Mother Goose

Getting Ready: Listen to the recording so that you will know the song.

Getting Children Involved:

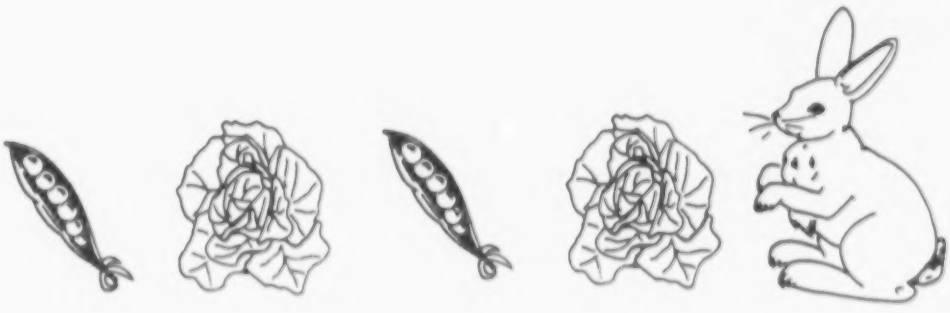
Say: "This song is about an animal. Listen to find out who he is." Play recording or sing the song.
Say: "Let's be part of the story; sing 'Oh, yes,' when it comes in the song."
Talk about the song:

- What was the rabbit's name?
- What things does the rabbit eat?
- How does the farmer feel about the rabbit?

Use this song many times. Gradually, children will begin to sing the entire song.

For Older Children:

Encourage children to sing a song of their choice. Use a microphone and tape the voices. Make a list of songs they choose over a period of time so that the experience can be repeated and all children can easily make choices.



Play An Instrument

Objective:	Children will use an instrument to accompany singing.
Materials:	Song: Ten Little Indians Recording: Sharon, Lois and Bram Mainly Mother Goose
Getting Ready:	Practice singing the song.
Getting Children Involved:	Choose an instrument from the Sound House. Ask children to hide their eyes and tell what they hear. Play the instrument while singing the song. Give children turns doing the same.

What To Expect...

Some children will start to sing the repeated word "Indians"; others will join in. The song is learned over a period of time through repetition of the activity.

Other Counting Songs:

- This Old Man
- Angel Band

For Older Children:

Encourage children to make up an instrumental accompaniment to music of their choice.

Suggestions:

- Drum part for "Yankee Doodle"
- Tambourine for "Rock-a-my Soul"
- Maracas for "La Cucuracha"

Sounds For A Story

Objective: Children will become aware of sound sources:
- Environmental sounds.

Children will compare sounds.

Materials: Three containers (coffee cans, orange juice cans, etc.), filled with:
- Stones
- Sand
- Water

Getting Ready: Place stones in one container; sand in another; and water in another.
Place containers in sound house.

Getting Children Involved: Ask children to "Find the container full of water."
Repeat the activity using containers of stones and sand.
Talk about the sounds in the three containers:
- Are they alike or different?
- Which one is loud?
- Which one is soft?

On Another Day...

Repeat the experience.
Make up a story that children can accompany using these sounds.
For instance:
- Going to the beach
- A rainy day
- Making sand castles

Moving To The Music

Objective: The children will explore ways to move the body in time to music.

Materials: Song: Ha Ha This-a-Way
Recording: Sharon, Lois and Bram
Mainly Mother Goose

Getting Ready: Practice singing the song.

Getting Children Involved: "Let's pretend that we are puppets with strings attached to our heads. I will pull the string and you move your head in many ways - up and down, side to side.
Repeat the activity with the strings attached to arms, legs, shoulders, hips, etc.
Play with moving all of the strings.
Encourage children to do their puppet motions while you sing "Ha Ha This-a-Way".

More Songs For Motions:

- Did You Ever See a Lassie (Laddie)?
- Looby Loo
- Hi Dee Roon
- Shake My Sillies Out
- Hokey, Pokey

Sing, Play, Move

Objective:	The children will dramatize a song using instruments and movement.
Materials:	Song: Train Is A-Comin' Recording: Sharon, Lois and Bram Mainly Mother Goose
Getting Ready:	Practice singing the song.
Getting Children Involved:	The teacher says "All Aboard!" and starts a line of children to move along the "train track". Sing the first verse of the song while moving. Encourage children to join in on "Oh, yes". Talk about train sounds. Allow two children to choose instruments from the Sound House to accompany the train moving on the "track" or to make whistle sound. Have children take turns playing sounds, being the conductor or the train.

Talk About

Slow and fast

- When does the train go slow? Go fast?

On Another Day...

Dramatize other verses of the song, (e.g., buying tickets, coming to the station).

Music Resources

Musical Instruments:

Autoharp
Resonator bells
Melody bells
Electronic keyboards
Maracas
Tambourine
Claves
Triangle
Large drum
Hand drum
Jingle bells

Additional Resources:

Andress, Barbara, Music Experiences in Early Childhood. New York, N.Y.: Holt, Rinehart and Winston, 1980.

Crook, Elizabeth, et al., Silver Burdett Music. Morristown, N.J.: Silver Burdett, 1985.

Hoffer, Marjorie Latham and Charles R. Hoffer, Music in the Elementary School Classroom. San Diego, Ca.: Harcourt, Brace, Jovanovich, 1987.

Nye, Vernice, Music for Young Children. Dubuque, Iowa: William C. Brown Company Publishers, 1979.

Palmer, Mary, et al., World of Music. Morristown N.J.: Silver Burdett and Ginn Inc., 1991.

Staton, Barbara, et al., Music and You. New York, N.Y.: MacMillan Publishing Co., 1991.

The Angel Band

Folk song from South Carolina

G G D7
There was one, there were two, there were three lit - tle an - gels,
There were four, there were five, there were six lit - tle an - gels,
There were seven, there were eight, there were nine lit - tle an - gels,
G D7 G
Ten lit - tle ___ an - gels in the band.____
G
Oh, was - n't that a band, Sun - day morn__ - ing
D7 G
Sun - day morn__ - ing Sun - day morn__ - ing
G
Was - n't that a band, Sun - day morn__ - ing
D7 G
Sun - day morn__ - ing soon!_____

Did You Ever See A Lassie

English dance song

F C7 F
Did you ev - er see a las - sie, a las - sie, a las-sie? Did you
F C7 F
ev - er see a las - sie, go this way and that? Go
C7 F C7 F
this way and that way, and that way and this way; Did you
F C7 F
ev - er see a las - sie, go this way and that?

Ha, Ha, This-a-Way

Traditional

F
C7
Ha, ha this - a - way Ha, ha that - a - way
F
C7
F
Ha, ha this - a - way then, oh, then.
F
C7
F
Once there was a lit - tle girl/boy, lit - tle girl/boy, lit - tle girl/boy,
F
C7
F
Once there was a lit - tle girl/boy, five years old.
F
C7
Ha, ha this - a - way Ha, ha that - a - way
F
C7
F
Ha, ha this - a - way then, oh, then.

Hokey Pokey

Florida Party Song

F
You put your right foot in,_____ You take your right foot out,___
F C7
You put your right foot in,_____ And shake it all a - bout,
C7
And then you do the ho - key po - key, and you turn your-self a-bout
C7 F
And that's what it's all a - bout

I Bought Me A Cat

Kentucky Folk Song

C
C
1. I bought me a cat, and the cat pleased me.
2. I bought me a hen, and the hen, pleased me.
C
C
I fed my cat un-der yon - der tree.
I fed my hen, un-der yon - der tree.
1.
C
repeat ending 1
1. Cat goes fid - dle - i - feel
2.
repeat ending 2, 1
C
2. Hen goes chim-my-chuck, chim-my-chuck!
3. I bought me a duck, repeat as before
C
3. Duck goes quack, quack!
4. I bought me a goose, repeat ending 4, 3, 2, 1
C
Goose goes his - sy, his - sy!
5. I bought me a sheep, repeat as before
C
Sheep goes baa, baa!

John the Rabbit

American Folk Game Song

d g d d g d
SOLO CHORUS SOLO
Old John the rab-bit, Oh, yes! Old John the rab-bit, Oh, yes! Got a
d
CHORUS SOLO
might-y bad ha-bit, Oh, yes! Of go-ing to my gar-den, Oh, yes! And
d
CHORUS SOLO
eat-ing up my peas, Oh, yes! And cut-ting down my cab-bage, Oh, yes! He
d g d d g d
CHORUS SOLO
ate to-ma-toes, Oh, yes! And sweet po-ta-toes, Oh, yes! And
G d G d
CHORUS SOLO
If I live, Oh, yes! To see next fall, Oh, yes!
G d D A7 d
SOLO CHORUS SOLO
I won't plant Oh, yes! A gar - den at all!

Looby Loo

Traditional

F
C7
F
I give my right hand a shake, shake, shake, And turn my-self a - bout.___
I give my left hand a shake, shake, shake, And turn my-self a - bout.___

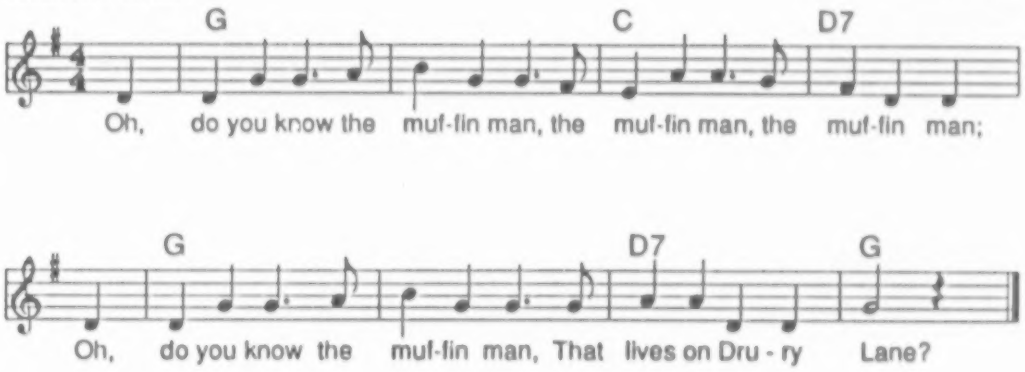
3. I put my right foot in,... 4. I put my left foot in,... 5. I put my whole self in,.

Mary Wore Her Red Dress

American Folk Song

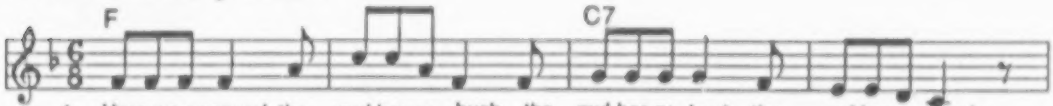
Muffin Man

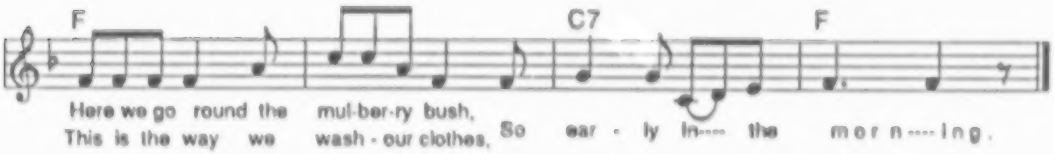
Traditional



The Mulberry Bush

Traditional


F
C7
1. Here we go round the mul-ber-ry bush, the mul-ber-ry bush, the mul-ber-ry bush,
2. This is the way we wash - our clothes, wash - our clothes, wash - our clothes.



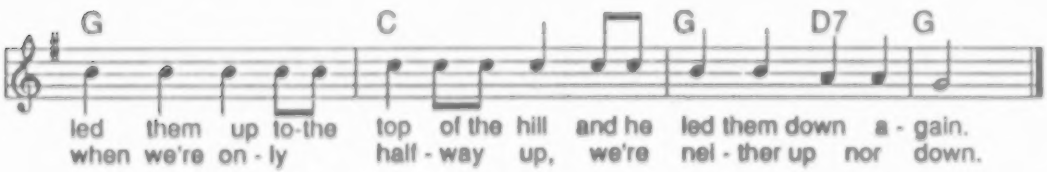
3. This is the way we iron our clothes, ...

4. This is the way we scrub our floors, ...

5. This is the way we sweep the house, ...

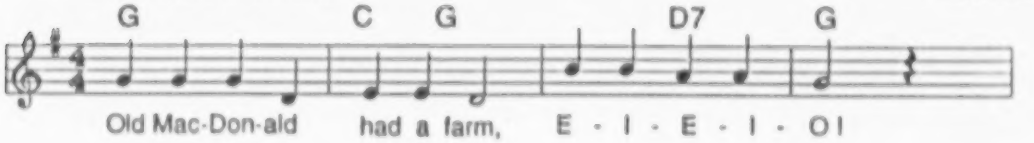
The Noble Duke of York

Traditional

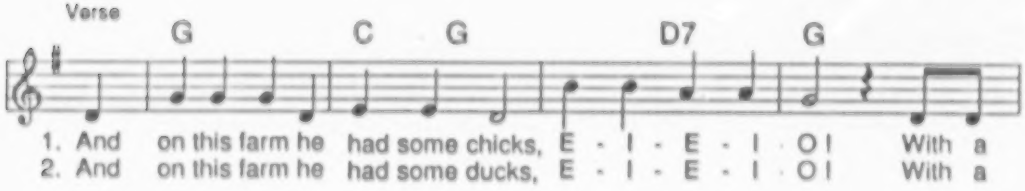


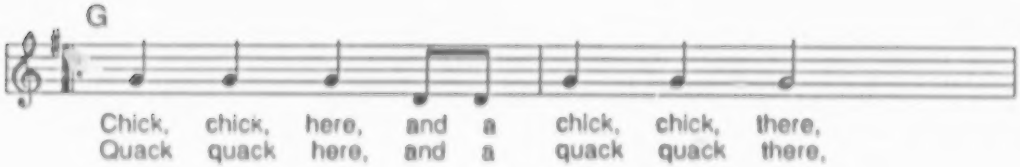
Old MacDonald

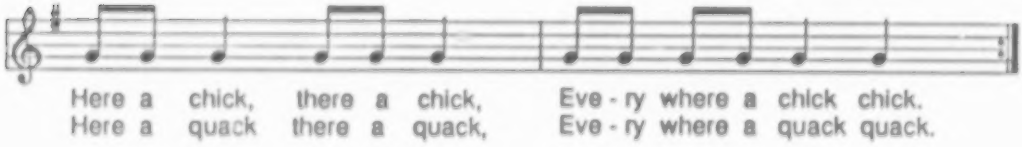
Traditional



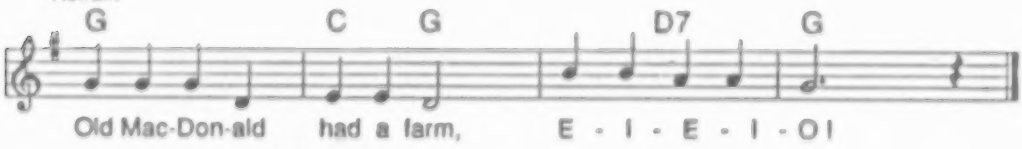
Verse







Refrain



3. Turkey - gobble, gobble

4. Pig - oink, oink

One Finger, One Thumb

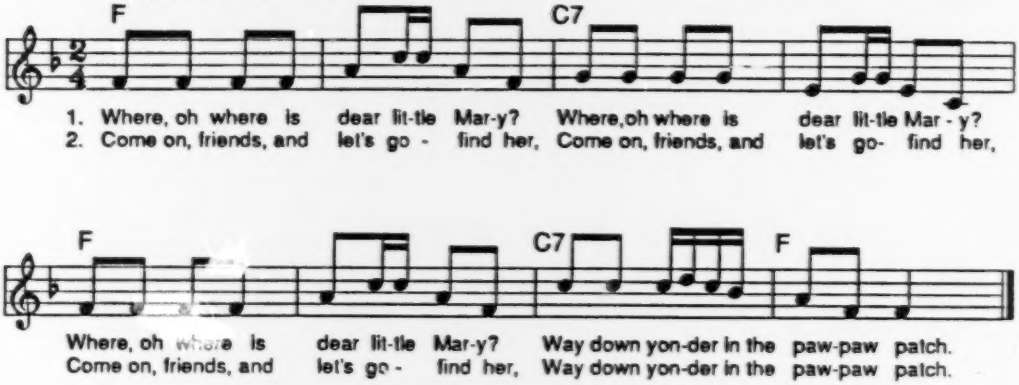
Traditional

F
1. One fin - ger one thumb, keep mov - ing,
F
One fin - ger one thumb, keep mov - ing,
F
B♭
One fin - ger one thumb, keep mov - ing,
F
C7
F
Let's all be hap - py to day.

2. One elbow, one arm, keep moving.....
3. One ankle, one leg, keep moving.....

The Pawpaw Patch

Singing game from Kentucky


F
C7
1. Where, oh where is dear lit-tle Mar-y? Where,oh where is dear lit-tle Mar - y?
2. Come on, friends, and let's go - find her, Come on, friends, and let's go- find her,
F
C7
F
Where, oh where is dear lit-tle Mar-y? Way down yon-der in the paw-paw patch.
Come on, friends, and let's go - find her, Way down yon-der in the paw-paw patch.

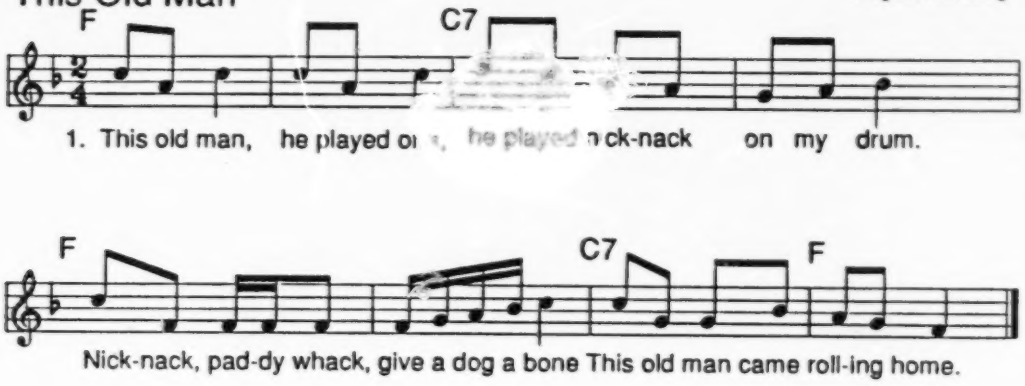
Ten Little Indians

Traditional

F
One lit - tle, two lit - tle three lit - tle, In - dians ,
C7
Four lit - tle five lit - tle, six lit - tle, In - dians ,
F
Se-ven lit - tle, eight lit - tle, nine lit - tle, In - dians ,
C7
F
Ten lit - tle, In - dian girls and boys.

This Old Man

English Folk Song



Yankee Doodle

Traditional

G D7 G D7
Yan - kee Doo - dle went to town, rid - ing on a po - ny;
G C D7 G
Stuck a fea - ther in his cap and called it Mac - a - ro - ni.
C G
Yan - kee Doo - dle keep it up, Yan - kee Doo - dle dan - dy,
C G D7 G
Mind the mu - sic and the step, and with the girls be han - dy.

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